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ABSTRACT

This guide is intended to help Ohio educators and parents involved in the transition of students with disabilities into the work place and community. It begins with some questions which may help to determine the student's own desires in the areas of employment, living skills, and community. Next, suggestions are provided to help the transition team prepare a transition plan that encourages thinking outside the box and eliciting what the student wants and thinks. Requirements for the transition plan under federal law are summarized next, followed by specific suggestions in the areas of employment and postsecondary education and the long-term outcomes of post-school/adult living and community participation. A sample transition plan is included. (DB)

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ED 467 487

TRANSITION DRIVES THE IEP

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The Ohio Coalition for the Education of Children with Disabilities (OCECD) is a statewide, nonprofit organization that serves families of infants, toddlers, children and youth with disabilities in Ohio, and agencies who provide services to them. OCECD works through the coalition efforts of the 58 disability organizations which comprise the Coalition.

Established in 1972 and staffed primarily by parents of children and adults with disabilities, persons with disabilities, and education professionals, the Coalition mission is to ensure that every Ohio child with special needs receives a free, appropriate, public education in the least restrictive environment to enable that child to reach his/her highest potential. Throughout Ohio, the Coalition's services reach families of children and youth with all disabilities.

OCECD's programs help parents become informed and effective representatives for their children in all educational settings. In addition, youth are assisted to become their own self-advocates. Through knowledge about laws, resources, rights and responsibilities, families are better able to work with agencies to ensure that appropriate services are received for the benefit of their sons and daughters.

Address: *Bank One Building, 165 West Center Street, Suite 302, Marion, OH 43302-3741*
Phone: *(740) 382-5452 (Voice/TDD); (800) 374-2806 (Toll Free); (740) 383-6421 (Fax)*

COALITION PROGRAMS FOR PARENTS AND SCHOOLS

F.U.N. – (Families Understanding Needs) The training is led by professionals in a very inter-active and hands on approach. The newest techniques of brain based learning and the intelligences are incorporated into the trainings. The atmosphere is relaxed and small group opportunities are provided throughout the presentation. The FUN training consists of nine modules, each designed to meet the diverse needs of individual families.

Parent Involvement in Education Project – Supports local level efforts to connect families to appropriate services for their children with special needs, ages 5 – 21. Provides individual parent assistance as well as workshops on the IEP process, Section 504, IDEA '97, specific disabilities, classroom modifications, and other topics.

Technical assistance to **parent mentor projects** of the Ohio Department of Education is provided through statewide meetings, retreats, site visits and telephone consultations.

Parent Training and Information Center Project – Disseminates information to at least 500,000 parents, professionals, and members of the public regarding disability issues. Publishes the FORUM newsletter with subscriber support. Trains parent leaders from diverse parent organizations across the state to support families and to provide personal assistance.

It's My Turn – Curriculum that promotes increased capacity of youth with disabilities to make choices and to advocate for themselves. Students gain the competencies to learn, work, live, and recreate in the community.

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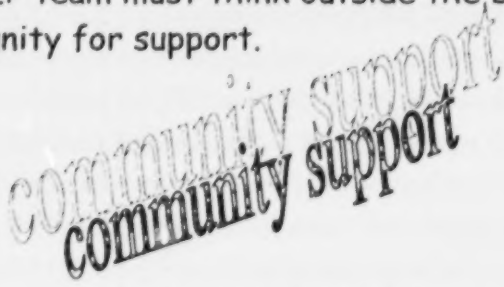
Printed 5/2002. Price $10.00 – One copy FREE to parents in Ohio as supplies are available. DO NOT COPY. Written 4/2001. Ohio Coalition for the Education of Children with Disabilities.

WHY TRANSITION?

In the state of Ohio we need to improve transition services provided to our young adults in the school system. Transition planning is one of the most misunderstood parts of the IEP process. Good transition planning takes time and collaboration. The IEP team must think outside the box and look into the community for support.



So many young adults with disabilities are graduating from high school not ready to face employment or independent living. Out of the young adults with high school diplomas, 57% are still unemployed 3 to 5 years after graduation. (Council for Exceptional Children, 1998) Transition services can be the key factor in a graduate with a disability becoming an independent tax-paying adult.

There are many barriers to transition services. One of the major barriers is developing a one-size-fits-all transition plan. Many times transition plans are written without any input from the young adult and his/her parents. When this happens, sometimes the transition IEP team has failed to look outside the box to find what fits with the student's individual interests and needs. "Lack of parent participation and involvement may be detrimental to the achievement of successful transition outcomes" (Johnson and Rusch 1993, p. 6)

FOOD FOR THOUGHT

Each school district will have different services available in their community. Since services vary from community to community, school districts, parents, students, and community service providers must work together to share information and services available.

The first step in a good transition plan is to ask the student what they want to do after graduating. If they are not sure, here are some questions to help determine their likes and dislikes.

Areas of Employment

- Do you want to work outside?
- Do you want to work inside?
- Do you want to dress up for work?
- Do you want to wear a uniform?
- Do you want to work with people?
- Do you want to work alone?
- Do you want to do the same thing everyday?
- Do you want to do different work everyday?
- Do you want to work with animals?
- Do you want to work with children?
- Do you like to get dirty?
- Do you like to stay clean?
- Do you know how to fill out an application?
- Do you know how to answer questions in an interview?
- Do you know how to write a resume?

Areas of Living Skills

- Do you want to live alone?
- Do you want to live with someone else?
- Do you want to live in the country?
- Do you want to live in the city?
- Do you want to have a car?
- Do you want to use public transportation?
- Do you need special accommodations for your home?
- Do you want to buy a home?
- Do you want to rent a home?
- Do you want to get married?
- Do you want to have children?
- Do you know how to use a checking account?
- Do you know how to use an ATM?
- Do you want to have a cell phone?
- Do you know what it means to use a credit card (understand interest rates)?

Areas of Community

- Have you signed up for the draft?
- Have you registered to vote?
- Do you have your driver's license?
- Would you like to volunteer at the hospital?
- Would you like to be a volunteer fireman?
- Would you like to be on a community baseball league?
- Would you like to coach little league?
- Would you like to be on a bowling league?
- Would you like to head up a youth group in you community?
- Do you belong to a church group?
- Have you ever given blood?

Once you have talked with the student, the transition team can start looking at what areas the student needs to work on in that school year. Remember transition drives the IEP! Whatever the student has chosen must be looked at by the team; where the student is academically and what skill needs to be worked on first. If the student can not read and write, then we must work on this first before the student can fill out a job application. There should always be a goal on the IEP that reflects back to the transition plan. When doing this, remember to look at every skill that will be needed to complete the transition activity. Not only will the student have to read and write but also he/she will have to go into the business and request an application to fill out. Then they will have to go through an interview. Does the young adult have the social skills to do this? Look on the IEP and be sure a social skill goal is on the IEP if this is an area of need for the student.

You must look at the whole person not just one or two areas. The purpose of the transition plan is to prepare the young adult for life and employment after high school.

QUESTIONS TO ASK

1. Does the transition plan follow the likes and dislikes of the student?

2. Do the transition activities reflect back to the IEP goals?

3. How do these activities benefit the student to become more independent in the areas of employment, living, and community?

REMEMBER TO THINK OUTSIDE THE BOX

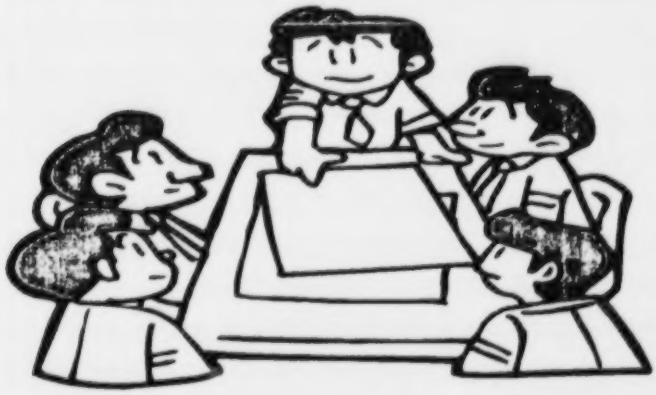
Where are the student's interests?

- If the student is interested in working with animals is there a veterinary clinic that would allow the student to job shadow?
- How about a horse stable; he/she could work with horses?
- How about a dairy farm; he/she could work with dairy cows?
- How about a dog grooming clinic; he/she could work with dogs?
- How about the Humane Society; he/she could work with numerous animals?

Is there anyone on the team who has a relative or friend that could give a young adult a job shadowing experience?

What if the student wants to go to college?

- Have the school counselor set up visits to different colleges.
- What colleges provide the best support for children with this student's individual needs?
- Parents, please go with the young adult to visit the college and ask questions!
- Is there a visitation day when the student can talk to other students with disabilities?



One of the areas where parents can assist in transition is to help their young adult understand their disability. Students with disabilities need to become their own advocate. A student with a disability should attend their IEP meetings as early as possible. They need to get used to the IEP process and understand what their strengths and needs are. Sometimes this is hard for young adults. Parents must support them and LISTEN to what they are saying. ***We as parents don't always know what our children want and think.***

college
military
computer programmer
I really like working with my hands and being outside.
I think I would like to go into construction like Dad.

Transition is ***not*** about our hopes and dreams. It's about our children's hopes and dreams!

TRANSITION
FROM SCHOOL TO COMMUNITY

§300.347(ii)(B)(b)(1) The IEP must include-For each student with a disability beginning at age 14 (or younger, if determined appropriate by the IEP team), and updated annually, a statement of the transition services needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program)

If a student is 14 years old a transition statement has to be written on the IEP. Transition is looking at what the student wants to do with their life and what course of study best fits the student.

If the student is looking at college, then we need to look at college prep classes in high school. If the student wants to go to the technical school, then we are looking at tech prep. If the student wants to go to the joint vocational school (JVS) his junior and senior year, there are certain classes he must take his freshman and sophomore year. If the student is looking at getting into competitive employment after high school, a high school diploma will be the goal.

(REMEMBER - LISTEN TO THE STUDENT. THIS IS THEIR LIFE!)

At age 16 there must be a transition plan written on the IEP. The purpose of the transition plan is to have students with disabilities become independent tax paying adults, making a smooth transition from school to competitive employment, independent living, and community involvement. At this point in the student's school career the transition plan drives the IEP.

Employment/Postsecondary Education

The first area we need to address on the transition plan is employment and postsecondary long-term outcomes. What this means is if the student is looking at going to college or directly into competitive employment the school must ensure that the student has the course work needed to accomplish their goal.

- Are the student's academic skills where they need to be to get into a four-year college or a technical college? If not, then what do we need to address on the IEP in the student's academic goals. This way the student will get the necessary skills to achieve entry into a four-year college or a technical college.
- Does the student, school counselor, or parent know what it takes to get into college? Whose responsibility will it be to find this out?
- Maybe there needs to be a visit to the colleges. Does the student know where he/she wants to go to college? Whose responsibility is it to set up these visits?
- The student might need vocational testing to find out what would be the best career choice. Who sets up this testing?

What if the student wants to go into competitive employment immediately after high school?

- Can the student read?
- Can the student fill out an application and do a resume?
- Does the student have the social skills to do a job interview?
- Does the student understand the concept of time?

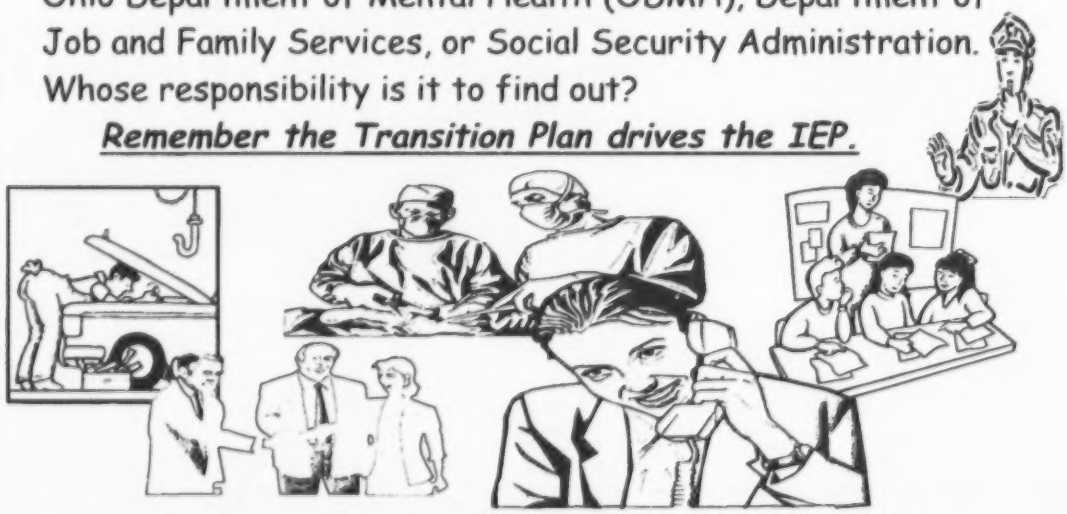
If these are areas of need there should be academic goals to address this on the IEP.

- Should there be job shadowing for the student? Who would be responsible in setting up the job shadowing for the student?

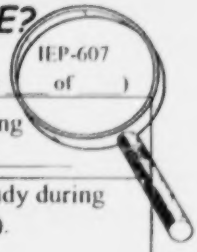
- Should there be a vocational evaluation? Who would be responsible for getting this done?

- Could the student receive help from outside agencies like Ohio Rehabilitation Services Commission (ORSC), County Board of Mental Retardation and Developmental Disabilities (MR/DD), Ohio Department of Mental Health (ODMH), Department of Job and Family Services, or Social Security Administration. Whose responsibility is it to find out?

Remember the Transition Plan drives the IEP.



WHAT DOES A TRANSITION PLAN LOOK LIKE?



IEP-607

Discuss and Document a Statement of Needed Transition Services (Page ___ of ___)

Name of Student ___John___ Date _____ Person(s) Responsible for Coordinating Transition Services _____

Write a statement of transition service needs that focus on the student's courses of study during his/her secondary school experiences (beginning at age 14 or younger, if appropriate).

Tech Prep is John's course of study. John plans to attend Marion Technical College for 2 years and go on to college for 4 years.

- Long-term Outcomes - What is the vision for the student exiting education?
- Activities and services - What needs to be accomplished in one year to support the student in meeting long-term outcomes?
- Activities and services must include community experience.
- If activities and services are instructional based, they must be reflected in goals/objectives of IEP.
- The courses of study during the student's secondary school experiences must support the student's long-term goals.

FOR 16 YEARS AND OLDER			COMPLETED AFTER IEP DEVELOPMENT
EMPLOYMENT AND POSTSECONDARY LONG-TERM OUTCOME: *John would like to be a psychologist.*			
Current Year Activities/Services	Responsible Person/Provider	Initiation/Duration (Specify Date)	Goals/Objectives that Support Activities/Services
John is in Post Secondary Options program at Elgin High School. He will fill out an application and go through the necessary testing to enter Marion Technical College. John will take Family Relationships as a course at Marion Technical College. He will go to Elgin 1/2 of the day and Marion Tech the rest of the day.	*HS/Counselor* *MTC/Counselor* *LD/Tutor* *John* *Parent*		1/a, b, c 2/a, b, c

John is Learning Disabled in reading and writing. Notice on the form John plans to attend technical college for 2 years and college 4 years. He needs activities to help him achieve his goal of going to college. John is entering Post Secondary Options program where he can get the experience of college while he is still in high school. He'll need to be interviewed by the Special Ed. Counselor at Marion Tech. College (MTC), do academic testing, and fill out an application. He will also be taking a course in Family Relationships at the campus to give him the college experience with much support. People responsible for these activities are the Elgin High School Counselor, MTC Special Ed. Counselor, LD tutor, John, and his parents. John has a goal on his IEP in Reading. This is goal 1 with 3 objectives a, b, c. This goal will help John achieve his activities in filling out the application, and doing the necessary testing to enter MTC. He also has a goal in the area of writing. Goal 2 with 3 objectives a, b, c. This goal will also help John fill out the application & doing the entry testing at MTC.

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POST SCHOOL/ADULT LIVING LONG-TERM OUTCOME

The purpose for this section of the transition plan is to address independent living. The whole idea of transition is to have a young adult living as independently as possible.

Does the student have the necessary self-care skills to live alone?

- *Can they make their own doctor's appointment?*
- *Can they take their own medicine without supervision?*
- *Do they know what to do in case of an emergency?*
- *Can they do laundry?*
- *Can they cook?*

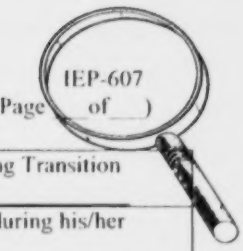
Does the student have money and budgeting skills?

- *Do they understand a checking account?*
- *Do they understand a debit card and how to use it?*
- *Do they understand a savings account?*
- *Do they understand what interest is on a loan?*
- *Do they know how to file taxes?*
- *Do they know how to make a monthly budget?*
- *Can they pay their own bills?*

Does the student know where they want to live after school?

- *Do they want to live at home with mom and dad?*
- *Do they want to live with a friend?*
- *Do they want to rent?*
- *Do they want to buy a house?*
- *Do they want to live at college?*

Does the student have the necessary skills to live independently? If they don't, how can we get them there? This is what the transition plan addresses.



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Tech Prep is John's course of study. John plans to attend Marion Technical College 2 years and then go on to a 4 year college.

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John is in Post Secondary Options program at Elgin High School. He will fill out an application and go through the necessary testing to enter Marion Technical College. John will take Family Relationships as a course at MTC. He will go to Elgin 1/2 of the day and MTC the rest of the school day.	*LD/Tutor* *Math Teacher* *John* *Parent* *English Teacher*		1/ a, b, c 2/ a, b, c
POSTSCHOOL/ADULT LIVING LONG-TERM OUTCOME:_____			
Current Year Activities and Services	Responsible Person/Provider	Initiation/Duration (Specify Date)	Goals/Objectives that Support Activities/Services
John will open a checking and savings account. John will fill out an application and interview for an after-school job. He will be responsible for doing his own laundry this school year.	*LD/Tutor* *Math Teacher* *John* *Parent* *English Teacher*		1/a, b, c 2/a, b, c

John's area of need in adult living skills is in the area of budgeting and clothing care. John might have needs in other areas but the IEP team feels these are the most important to work on this school year. John is opening a checking and savings account to learn about interest and balancing his accounts. John's mother travels a lot and it is important for him to do his own laundry. John will apply for an after-school job and go through the necessary steps to get a job. John will work on these skills at school with the LD/Tutor. His math teacher will work helping John understand interest and balancing a checkbook. The English teacher will work with him writing a resume to apply for a job. John has a learning disability in reading and writing. He needs these skills to do all three of these activities. Therefore, both his reading and writing goals 1 & 2 support these activities.

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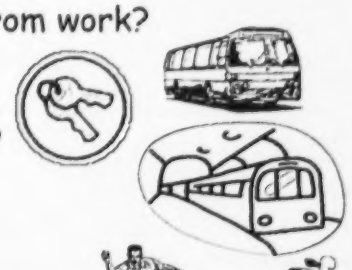
COMMUNITY PARTICIPATION LONG TERM OUTCOME

The purpose for this section of the transition plan is to address how the student is going to be involved in the community after graduation. Students have many supports in high school. What will happen when those supports are gone? How can we replace those supports? How can we get students involved in the community? This area is one of the most important areas on the transition plan because what happens here is for the rest of the student's life.

How is the student going to travel to and from work?



- Will they use public transportation?
- Does the student have a driver's license?
- Can the student read a bus schedule?
- Can the student use the subway?

What will the student do with their leisure time?

- Can the student join a community ball league?
- Does the student know how to ice skate?
- Does the student belong to a youth group? (church, community center, etc.)

Does the student have good self-advocacy skills?

- Does the student understand their disability?
- Does the student know when they need assistance?
- If they know when they need assistance, can they ask for help?
- Has the student registered to vote?

- If the student is an 18 year old male, has he registered for the draft?

IEP-607

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POSTSCHOOL/ADULT LIVING LONG-TERM OUTCOME: _____			
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John will open a checking and savings account. John will fill out an application and interview for an after-school job. He will be responsible for doing his own laundry this school year.	*LD/Tutor* *Math Teacher* *John* *Parent* *English Teacher*		1/a, b, c 2/a, b, c
COMMUNITY PARTICIPATION LONG-TERM OUTCOME: _____			
Current Year Activities and Services	Responsible Person/Provider	Initiation/Duration (Specify Date)	Goals/Objectives that Support Activities/Services
John is a member of the Marion Racquet Ball Club. He is interested in joining a bowling league this winter. John is interested in politics and plans to attend City Council meetings. John wants to investigate community resources and plans to meet with RSC to see what services might be available for him.	*HS/Counselor* *MTC/Counselor* *LD/Tutor* *John* *Parent*		1/a, b, c 2/a, b, c

Vocational Evaluation ☐ Needed ☐ Not Needed Date Completed _____

Functional/Daily Living Evaluation ☐ Needed ☐ Not Needed Date Completed _____

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IEP COMMENTS

John is interested in joining a bowling league. This is an activity he can continue to do throughout his adult life. The friends he makes in this league can continue to be in his life long after high school. John's interest in politics enforces the importance of being a self-advocate. John's High School Counselor can set up a meeting with Rehabilitation Services Commission to see what resources could be available for John in many areas. John's goals in reading and writing on his IEP are addressed in this area because he needs these skills to be able to sign up for a membership in any club or league. He needs these skills to further his knowledge of what is important in his community by reading the newspaper. Issues that are important to him can be addressed by writing the newspaper editor. As a self-advocate, he can voice his concerns at City Council meetings.

TRANSITION

MAKING THE VISION A REALITY

NOTES

For additional information on Transition or to obtain a list of other publications available, contact OCECD at the address or phone number below.

OHIO COALITION FOR THE EDUCATION OF CHILDREN WITH DISABILITIES
165 WEST CENTER STREET, SUITE 302
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